

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

1	Elementary schools (includes K-8)
	Middle/Junior high schools
1	High schools
	K-12 schools
2	TOTAL

2. District Per Pupil Expenditure: 14591

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
- ☐ Suburban school with characteristics typical of an urban area
- ☐ Suburban
- ☐ Small city or town in a rural area
- ☒ Rural

4. 6 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6			0
K	11	6	17	7			0
1	11	6	17	8			0
2	11	11	22	9			0
3	7	8	15	10			0
4	7	6	13	11			0
5	9	7	16	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							100

6. Racial/ethnic composition of the school: 2 % American Indian or Alaska Native
 % Asian
2 % Black or African American
4 % Hispanic or Latino
 % Native Hawaiian or Other Pacific Islander
92 % White
 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 16 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	7
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	11
(3)	Total of all transferred students [sum of rows (1) and (2)].	18
(4)	Total number of students in the school as of October 1.	116
(5)	Total transferred students in row (3) divided by total students in row (4).	0.155
(6)	Amount in row (5) multiplied by 100.	15.517

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 56 %

Total number students who qualify: 56

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 18 %

Total Number of Students Served: 18

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>4</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>0</u>	<u>1</u>
Classroom teachers	<u>5</u>	<u>1</u>
Special resource teachers/specialists	<u>0</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>4</u>
Support staff	<u>1</u>	
Total number	<u>6</u>	<u>7</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 16 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	95%	96%	94%	95%	94%
Daily teacher attendance	95%	96%	95%	95%	96%
Teacher turnover rate	14%	0%	0%	0%	0%
Student dropout rate	%	0%	0%	0%	0%

Please provide all explanations below.

In the school year 2008-09 we replaced our full-time fourth grade teacher. Just one full-time teacher replacement places us above the 12%.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u> </u>	%

PART III - SUMMARY

“Excellence in Education is the Commitment of the Odessa School District.” “The Odessa School District, in partnership with parents and the community, will provide each student with a diverse education in a safe, supportive environment that promotes self-discipline, perseverance, and excellence in learning” is the mission of the school. P.C. Jantz Elementary School serves all of the preschool through fifth grade students in the Odessa School District. The district’s single building is home for all of the 240 students P-12 in the school district. P.C. Jantz Elementary has 100 students enrolled. It is situated in the small town of Odessa, Washington. The school district covers 631 square miles and is more than 20 miles from the neighboring districts of Harrington and Wilson Creek. The town of Odessa is surrounded by wheat farms which provide the reason for its existence. The only industry in town is here to support the needs of the farmers and their families. Odessa does not have a major interstate highway near so people who come to Odessa come here because they want to be here, not because they are going some where else.

Our isolation and large geographic area requires us to use our creativity and talents to solve our own problems. We look to our peers for professional development. Each teacher has chosen their own area of curricular expertise so instead of bringing in experts from outside the district we provide opportunities for our own teachers to become the experts and then provide time for them to teach the other teachers on the staff. We have used "out of the box" thinking in developing our calendar and school organization to meet the needs of our own community instead of always doing what is standard and expected. We clump activities so one trip to town will serve many uses so parents are more likely to remain involved.

Odessa School District residents value their schools. They are proud of the accomplishments of the children who attend the schools and freely give of their resources to help improve the school. Many residents stay in the community due to the strength of the school’s academic program. Families move into the Odessa School District so they can have access to the excellent school and educational programs provided, even when there are few jobs and limited career opportunities in the district. Family members sometimes commute 45 minutes each way every day to secure a job, and choose to do this to provide access for their children to Odessa Schools. Students are proud of their school and understand the importance of hard work in achieving their educational goals. The school is truly the center for all that happens in Odessa. Teachers spend their entire career in the school district. All elementary teachers have Masters Degrees and all pursue continued education in a process of continual improvement.

The school board understands the most important relationship in the school is the one between the teacher and the student. The school board does everything it can to drive as much funding as possible to the classrooms to ensure the programs needed are available to the students. With one principal for the entire K-12 school and a part time superintendent, teacher leadership has become the model. All of the elementary teachers work together to solve their own problems, from individual student learning issues to large organizational issues like assignment of staff. This leadership model involves all teachers in the responsibility for seeing that the learning needs of each student is taken care of.

Each teacher has an area of responsibility in dealing with the school improvement plan. Each goal area is headed by a teacher who measures the progress towards this goal in meeting the vision set out in the school’s mission. This collaborative leadership helps make sure no student is “falling between the cracks.” When a student is not meeting his or her learning targets teachers do not have to “go it alone” in finding strategies or programs to address the student’s learning needs. A team approach helps provide effective approaches in all curriculum areas. Students are recognized for improvement and accomplishments. They become advocates for their own learning. They are proud of their accomplishments individually and as a group. Learning is important and is the focus of children and their families. The community as a whole values education and wants and expects the best of the school.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Students in grades three and above take the Washington Assessment of Student Learning (WASL), which is a test of reading and math achievement. This test provides educators, parents, and the public with valuable information about the student, school, school system, and state performance. The test meets the requirements of the Federal No Child Left Behind Act. The WASL measures the reading and mathematics skills specified in Washington State's state standards. Four proficiency levels, Exceeds Standard, Meets Standard, Below Standard and Well Below Standard, characterize individual student scores on a series of selected and constructed response items.

P.C. Jantz Elementary School's Washington Assessment of Student Learning data from 2004-2009 for third through sixth grades show significant progress over time. Our third grade scores that met standard increased from 85% to 100% in reading, and 78% to 92% in math. Students in fourth grade showed outstanding progress in students meeting the standard by moving from 72% to 84% in reading, and an impressive increase from 45% to 82% in the number of students who met the standard in mathematics. Extraordinary growth was shown in fifth grade as students progressed from 81% to 100% in reading and 75% to 93% in mathematics in meeting these standards.

Our scores at P.C. Jantz and the Odessa School District continue to be well above the state in levels of proficiency. Because of our small subgroups, scores can fluctuate dramatically on a year-to-year basis. We keep individual data on each and every student. Every teacher keeps individual assessment data on each of their students and uses this data to drive individualized instruction. Scores are used to drive our professional development and overall improvement goals.

The teachers at P.C. Jantz Elementary are committed to sustained progress toward the national goal of 100% proficiency for all students. It is the collaborative effort and passion for academic excellence that permeate the culture of the school that ensures success for every child. We will continue our mission to improve instruction by meeting the individual needs and learning styles of each and every one of our students.

It should be noted that scores in some areas were unavailable in the school year 2004-05 as that particular test at that grade level was not taken. More detailed information on the Washington State assessment system including more detailed results may be found at <http://reportcard.ospi.k12.us/summary.aspx?years=2008-09>.

2. **Using Assessment Results:**

At P.C. Jantz Elementary School we begin using data on the entry of students into kindergarten. Students are tested using DIBELS on a regular basis through fifth grade. Teachers use this data on the students reading development to plan activities for the students.

Using the DIBELS assessment results as well as teacher recommendation and curriculum related testing, students are placed in a reading continuum that is not related to grade level but related to performance for reading instruction. This program is called "Walk to Read." Using all the trained staff available allows students to be broken up into as small of a group as possible for initial reading instruction. Beyond the walk to read time students then are given a second chance to learn the same material if they have not mastered the material in the extended small group reading time provided by the classroom teachers. When making assignments to groups the students who need more skill development are assigned to the most qualified teacher. Continual testing allows adjustments in instruction based on areas of skill deficit.

Students are given the Measures of Academic Progress in fall, winter and spring of each year. Even though Odessa School District has a small enrollment, a teacher on special assignment serves as assessment coordinator. She manages testing, provides results to teachers as soon as all testing is completed and keeps track of student progress over time. Individual student plans are made for all students who are either not making expected progress or who are not at the standard expected.

3. Communicating Assessment Results:

As a small school we recognize we need to communicate assessment results other than by providing statistical data. We recognize that with small populations data can swing far in both directions based on a few students with special learning situations in each class. This applies to gifted as well as academically challenged students. With this understanding we point out the progress being made by individual students – not just groups of students. Instead of reporting this year's fourth grader's scores with last year's fourth grader's scores we look at the growth made by a student who was in third grade last year and is in fourth grade this year.

Results of student testing on the state testing program are made available to everyone who is interested by the "State Report Card" issued for each school district. These same results and more are reported to local media, school board, and parents. We also make sure all the members of the school staff know and understand the scores so they can each become ambassadors in explaining the scores to others.

4. Sharing Success:

As a high performing school, sharing success is an integral part of our mission. As the only school in a small, rural community, our school is the heartbeat of our community. The successes of P.C. Jantz Elementary have been shared in a variety of ways state-wide and community-wide. Locally, our paper, The Odessa Record, regularly reports on school activities and accomplishments. The school district maintains a website, and publishes a newsletter to highlight our successes on a regular basis.

P.C. Jantz Elementary was recently named a "School of Distinction" by our state. In addition, we received an "Apple Award"--one of only four schools in the entire state! Both of these awards are based on improvement on state assessments over time. To celebrate these accomplishments we invited local legislators, media, and our entire community to an assembly to honor these accomplishments.

Our teachers have both presented and participated in best practice workshops and conferences at the local, state, and national level. All have been highly involved in our student improvement plan. Data management has been a focal point, with individual student improvement continually at the core of our improvement plan.

The teachers of P.C. Jantz Elementary are dedicated to supporting and nurturing lifelong learning. The cohesive and supportive relationship among all stakeholders is invaluable in challenging all students to achieve at the highest levels. The quest for excellence at our Blue Ribbon School will be fostered through the collaborative efforts of our staff as we continue to share the successes of all students.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The Odessa School District and P.C. Jantz Elementary School's administration and staff collaborate to provide a rigorous instructional program for all students. Instruction is directly aligned with Washington State standards. This includes integrated language arts, mathematics, social studies, science, music, computer education, media, physical education, and health.

Researchers, including Rick Kitchen, Elaine McEwan, and Stephen Covey have all identified similar traits in highly effective schools. First of all, successful schools have a mission and a vision statement in which teaching and learning are prioritized to support high academic expectations for student learning. Odessa's mission and vision embrace what we have and hope to continue to achieve. "Excellence in education is the commitment of the Odessa School District."

When Odessa initiated a School Improvement Plan in 2000, the initial goals were primarily academic and included reading, writing, and math. In the 2005 plan, the top priorities included reading in the content areas, science, and math. Odessa's highest academic achievements have been accomplished because those goals were targeted.

Another trait of successful schools is synergy, or shared energy. Because of these common goals, the elementary community of teachers worked together to improve student achievement. Professional staff development days were planned specific to those goals, and teachers were sent to workshops to hone specific skills and learn how to use new research based curriculums effectively.

One of the first critical goals was reading. As a result of the school improvement plan, the teachers cooperatively developed a "walk to read" model, and incorporated Response to Intervention (RTI) to monitor and facilitate student progress in reading. We also added Read Well Plus and Read Naturally to our intervention strategies. To monitor progress, the teachers used DIBELS, STAR reading, and MAP tests.

Effective schools provide supplemental support for specific academic areas. As a part of our reading program, the teachers send home specific reading practice work for students in the primary grades. In the upper grades the students are required to read chapter books and non-fiction as a part of their homework. Accelerated Reader is used by all of our students, with a portion of their grade based on passing tests on novels read independently within each student's range. Many teachers use community volunteers to provide a second dose in reading. Para-educators are also trained to reinforce these skills.

Due to the success of this model in reading it was replicated in our approach in writing, math, and science. Each time, we have seen a significant improvement in specific academic areas.

Our Science curriculum utilizes Full Option Science Series (FOSS), which allows students to participate in the process of inquiry based science through the completion of experiments, group activities and writing activities. This program enables teachers to set goals for student progress and classroom achievement. The FOSS program carefully outlines the content from kindergarten through grade six and allows students to spiral through a variety of science concepts and content while increasing the involvement in the process of developing a hypothesis and making evaluations.

All students in grades first through six have physical education and music on a daily basis. At fifth and sixth grade all students take instrumental music.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Odessa School District and P. C. Jantz Elementary incorporates a vigorous and comprehensive reading program that is aligned with Washington State Standards. In the primary grades, Read Well is used as the basis for instruction. Teachers use a primary intervention model to meet the needs of our students and to promote early literacy in the primary grades. This intervention model uses Dynamic Indicators of Basic Early Learning Skills (DIBELS) to screen primary students for initial sound fluency, phonemic awareness, phonics, and oral ready fluency. The teachers analyze the DIBELS data to determine students' needs and place them in appropriate intervention groups to ensure individual success.

In grades two through five, students "walk to read" and use flexible grouping to make sure all readers' needs are met. These groups are data driven. This program ensures that both those students not quite at grade level standard and those exceeding grade level standards receive the instruction which meets their individual needs. Our knowledgeable staff facilitates and embeds higher level questioning in classroom discussions to promote authentic text connections and strategic readers. Staff collaborate regularly and use assessment data from MAP, WASL, and Star Reading data to best meet individual student needs. Students needing extra help are provided para-professional and small-group time with teachers in order to improve their skills. This program was initiated five years ago and we have seen our results continue to improve on an annual basis.

In addition, P.C. Jantz offers an after-school reading program for students which have an extremely high attendance rate. Readers are encouraged to question, clarify, determine importance, infer, and synthesize both expository and narrative text.

The P. C. Jantz curriculum is delivered by a dedicated and caring group of teachers and staff who encourage responsibility, perseverance, and risk taking. The positive relationships that teachers establish with their students greatly contribute to their success.

3. Additional Curriculum Area:

P.C. Jantz Elementary School was a leader in adopting the Washington State Leadership and Assistance for Science Education Reform (LASAR) model for inquiry based science instruction. Staff participated in a strategic planning process for science and recommended to the district that this model and Foss Science kits were adopted as the curriculum for science K-8. The plan included extensive training in the area of science curriculum, inquiry teaching and use of the kit material to engage students in the study of science. This model was built with the recognition that most elementary teachers do not have an extensive academic background in science.

Science literacy and technical writing in the field of science are integral parts of the science instruction offered. The school library has acquired literary collections in the areas that are studied in science, from biographies of famous scientists to factual books about different fields in science. Students complete journals as part of the science literacy required in this area of the curriculum.

4. Instructional Methods:

Odessa School District and P.C. Jantz Elementary were pilot districts in the Response to Intervention program developed by Washington State. RTI provides a model for differentiating instruction for students needing extra help and/or guidance to meet learning targets. Seventy-five percent of the students usually do not need any more than the regular classroom instruction provided to make progress towards their learning goals. About twenty percent need additional help to meet their learning targets. Extra help is provided by the classroom teacher after the teacher looks at all of the data to determine where the learning deficiencies are happening. Extra assistance is also provided by pull-out programs, extended learning opportunities or extra help in the classroom. The remaining five percent of the students will receive

regular instruction, extra assistance and also may need special support provided by programs such as Special Education or Remediation.

In addition to the RTI model that is being used by the teaching staff they have also all been extensively trained in the differentiated instruction model. This model makes differences for students who have different learning needs based on background, race, learning styles, and ability to learn. The teachers have learned to use different styles, pace, different projects, different ways to assess student in meeting learning targets. These efforts help make sure that students do not slip through the cracks.

5. Professional Development:

Just as we want our students to be lifelong learners, our staff also embrace the importance of this philosophy through professional development. Professional learning experiences are based on the needs of our students as well as new initiatives in education. Professional development activities are provided on-site as well as at the state and national level.

One area of focus has been differentiated instruction. All of our teachers were able to attend the National Conference of Differentiated Instruction during a two year period. Several book studies followed as a result of this topic. One of the direct results of this professional development the teachers worked cooperatively and developed a "walk to read" model that supported every student at his or her reading level. Our reading scores dramatically improved as a result of this program.

Our School Improvement Plan drives our professional development activities. Staff are encouraged to join PLC's to increase their knowledge to share their results with other teachers so they can grow together. Topics have been as varied as differentiation of instruction, linking formative and summative assessments with daily instruction, developing higher level questions to extend and enhance critical thinking, analysis of state assessments for areas of instructional focus, Response to Intervention (RTI), and our recently adopted math curriculum, Math Connects.

6. School Leadership:

The leadership structure of P.C. Jantz Elementary is a shared model that includes administration, school board, staff, and community members. The school improvement team has made certain that the vision and mission of the school are clear to all staff, students, and parent community. The administration's vision and high expectations for student achievement are the driving forces that motivate teachers to be risk takers in planning and implementing highly rigorous instruction to meet the various needs of all students. Administration (one superintendent and one principal) supervises professional development, committees, SIP meetings, and the implementation of curriculum and instruction.

The staff and administration are continually developing and refining the School Improvement Plan. The goals and indicators of the SIP, which are based on the analysis of data, result in the continuous improvement that our students have demonstrated over time. The SIP is monitored and revised in order to ensure an academic challenge for all students.

Administration works continually on promoting and modeling an atmosphere of inclusiveness, equity and respect among students, staff, and community. The principal works hard to ensure a safe learning environment for all students that promotes personal responsibility, trust and collaboration among students and staff. This includes the development of a discipline plan that promotes problem-solving skills.

Administration understands and appreciates the leadership qualities of the staff at P.C. Jantz Elementary. This confidence empowers them to mentor and support each other within the culture of the Professional Learning Community that embodies the Odessa School District.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: WASL

Edition/Publication Year: 2007

Publisher: Riverside

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
Met Standard	92	84	78	86	
Exceeds Standard	46	32	43	26	
Number of students tested	13	18	14	15	
Percent of total students tested	100	94	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met Standard					
Exceeds Standard					
Number of students tested					
2. African American Students					
Met Standard					
Exceeds Standard					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard					
Exceeds Standard					
Number of students tested					
4. Special Education Students					
Met Standard					
Exceeds Standard					
Number of students tested					
5. Limited English Proficient Students					
Met Standard					
Exceeds Standard					
Number of students tested					
6. Largest Other Subgroup					
Met Standard					
Exceeds Standard					
Number of students tested					

Notes:

There is no data for the 2004-05 school year because these students were not tested in that particular subject that year.

Subject: Reading
Edition/Publication Year: 2007

Grade: 3 Test: WASL
Publisher: Riverside

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Met Standard	100	90	86	86	100
Exceeds Standard	62	60	57	29	53
Number of students tested	13	14	14	14	15
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met Standard					
Exceeds Standard					
Number of students tested					
2. African American Students					
Met Standard					
Exceeds Standard					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard					
Exceeds Standard					
Number of students tested					
4. Special Education Students					
Met Standard					
Exceeds Standard					
Number of students tested					
5. Limited English Proficient Students					
Met Standard					
Exceeds Standard					
Number of students tested					
6. Largest Other Subgroup					
Met Standard					
Exceeds Standard					
Number of students tested					

Notes:

Subject: Mathematics
Edition/Publication Year: 2007

Grade: 4 Test: WASL
Publisher: Riverside

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	84	46	62	73	80
Exceeds Standard	47	6	7	13	40
Number of students tested	19	16	13	17	15
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	1	0
Percent of students alternatively assessed	0	0	0	100	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met Standard					
Exceeds Standard					
Number of students tested					
2. African American Students					
Met Standard					
Exceeds Standard					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard					
Exceeds Standard					
Number of students tested					
4. Special Education Students					
Met Standard					
Exceeds Standard					
Number of students tested					
5. Limited English Proficient Students					
Met Standard					
Exceeds Standard					
Number of students tested					
6. Largest Other Subgroup					
Met Standard					
Exceeds Standard					
Number of students tested					

Notes:

Subject: Reading
Edition/Publication Year: 2007

Grade: 4 Test: WASL
Publisher: Riverside

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard	95	67	84	100	100
Exceeds Standard	74	20	23	47	53
Number of students tested	19	15	13	15	15
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Met Standard					
Exceeds Standard					
Number of students tested					
2. African American Students					
Met Standard					
Exceeds Standard					
Number of students tested					
3. Hispanic or Latino Students					
Met Standard					
Exceeds Standard					
Number of students tested					
4. Special Education Students					
Met Standard					
Exceeds Standard					
Number of students tested					
5. Limited English Proficient Students					
Met Standard					
Exceeds Standard					
Number of students tested					
6. Largest Other Subgroup					
Met Standard					
Exceeds Standard					
Number of students tested					

Notes:

Subject: Mathematics
Edition/Publication Year: 2007

Grade: 5 Test: WASL
Publisher: Riverside

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
Meets Standards	93	17	63	75	
Exceeds Standards	79	5	25	31	
Number of students tested	14	17	17	16	
Percent of total students tested	100	100	94	100	
Number of students alternatively assessed	0	0	1	0	
Percent of students alternatively assessed	0	0	100	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets Standards					
Exceeds Standards					
Number of students tested					
2. African American Students					
Meets Standards					
Exceeds Standards					
Number of students tested					
3. Hispanic or Latino Students					
Meets Standards					
Exceeds Standards					
Number of students tested					
4. Special Education Students					
Meets Standards					
Exceeds Standards					
Number of students tested					
5. Limited English Proficient Students					
Meets Standards					
Exceeds Standards					
Number of students tested					
6. Largest Other Subgroup					
Meets Standards					
Exceeds Standards					
Number of students tested					

Notes:

There is no data for the 2004-05 school year because these students were not tested in this subject area that particular year.

Subject: Reading
Edition/Publication Year: 2007

Grade: 5 Test: WASL
Publisher: Riverside

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	
SCHOOL SCORES					
Meets Standards	100	70	70	81	
Exceeds Standards	71	24	23	37	
Number of students tested	14	17	18	16	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	1	0	
Percent of students alternatively assessed	0	0	100	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets Standards					
Exceeds Standards					
Number of students tested					
2. African American Students					
Meets Standards					
Exceeds Standards					
Number of students tested					
3. Hispanic or Latino Students					
Meets Standards					
Exceeds Standards					
Number of students tested					
4. Special Education Students					
Meets Standards					
Exceeds Standards					
Number of students tested					
5. Limited English Proficient Students					
Meets Standards					
Exceeds Standards					
Number of students tested					
6. Largest Other Subgroup					
Meets Standards					
Exceeds Standards					
Number of students tested					

Notes:

There is less than five years of data supplied because these students were not tested in this subject area during the 2004-05 school year.